

Bullying in school: Case study of prevention and psycho-pedagogical correction

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Abstract

© Author(s). The purpose of the study was the theoretical justification and experimental verification of content, complex forms and methods to ensure effective prevention and psycho-pedagogical correction of bullying in school. 53 teenage students from Kazan took part in the experiment. A complex of diagnostic techniques for the detection of violence and bullying in the school environment was used: «Questionnaire for diagnosis of violence and bullying at school» by Su-Jeong Kim (V. R. Petrosyants's modification), The Buss-Durkee Hostility Inventory (BDI), Emotional Empathic Tendency Scale (EETS) by A. Mehrabian & N. Epstein. Based on the results of ascertaining experiment, a program containing the forms and methods of prevention and psycho-pedagogical correction of bullying among younger teenagers in school was developed. Statistical analysis of empirical research was carried out by standard techniques of mathematical statistics (t- Student's t test, Pearson's correlation coefficient).

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Keywords

Bullying, Correction, Prevention, School, Younger teenager